



**First Steps
Early Intervention
Personnel
Guide**

January 2010

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Helpful information:

Provider forms are located on the First Steps web page under Service Matrix/Provider Enrollment

Provider Agreements: <http://www.eikids.com/in/matrix/docs/enrollment.asp>

Provider Enrollment Update Form: <http://www.eikids.com/in/matrix/docs/docindex.asp>

First Steps Web Address: Firststepsweb@fssa.in.gov

Indiana First Steps: www.firststeps.in.gov

Online Matrix: <http://www.eikids.com/in/matrix/>

UTS Training Calendar: www.utsprokids.org

Overview

Each state participating in Part C of the Individuals with Disabilities Education Act (IDEA) must establish qualifications to assure that persons providing early intervention services are adequately prepared and trained as defined in 34 CFR 303.361. Indiana's personnel standards are based on the belief that the needs of the state will best be met by a balance between high standards and the flexibility of individual providers to engage in personally meaningful professional development activities. The standards therefore are intended to be flexible and inclusive, rather than exclusive, with high standards being supported by training.

The term "early intervention" refers to required services provided to eligible infants and toddlers with special needs and their families through the First Steps Early Intervention System. These requirements apply to all individuals enrolled and reimbursed as providers of any early intervention service through the First Steps Early Intervention System. Persons providing the following services as delineated in each child's Individualized Family Service Plan (IFSP) must meet the early intervention personnel standards:

Early Intervention Services

Individualized Early Intervention Services are services determined through the evaluation and assessment process designed to meet the developmental needs of each eligible child and the needs of the family related to enhancing the child's development. Individualized services, as defined in 34 CFR 303.12(d), include the following:

1. Audiology Services
2. Developmental Therapy (Special Instruction)
3. Family training, counseling, and home visits
4. Health Services
5. Medical Services (Diagnostic/Evaluative Purposes Only)
6. Nursing Services
7. Nutrition Services
8. Occupational Therapy
9. Physical Therapy
10. Psychological Services
11. Social Work Services
12. Speech/Language Pathology
13. Vision Services
14. Assistive Technology Services
15. Service Coordination
16. Transportation
17. Other Early Intervention Services

Early Intervention Roles

It is imperative that individuals with a variety of educational and experiential backgrounds be utilized to provide early intervention services. Early Intervention Service Providers and Service Coordinators can best be described utilizing three distinct roles:

Early Intervention Support

Persons who provide support services such as transportation and interpreter services, but are not directly involved in the implementation of early intervention services.

Early Intervention Associate

Persons possessing a high school diploma or GED with formal specialized training beyond the secondary level may enroll as an early intervention associate. Individuals must meet the requirements of their discipline to provide services as an associate. Associates assist in the design and provision of direct services to children and families under the direct supervision of an early intervention specialist from the area/discipline in which they are providing services. Early Intervention Associates include Nurses (Licensed Practical Nurses), Occupational Therapy Assistants, and Physical Therapy Assistants.

Early Intervention Specialist

Persons who meet entry level requirements for a specialization in their discipline as defined in the Entry Level Qualifications. Specialists design and implement early intervention services and may supervise early intervention associates within the area/discipline of their credential. Specialists practicing in the First Steps Early Intervention System include Audiologists, Developmental Therapy Specialists, Marriage and Family Therapists, Nurses (Registered Nurses), Nutritionists, Occupational Therapists, Orientation/Mobility Specialists, Pediatric Nurse Practitioners, Physicians, Physical Therapists, Psychologists, School Psychologists, Service Coordinators, Social Workers, Speech/Language Pathologists and Vision.

THERE WILL BE NO WAIVERS OF THE PERSONNEL STANDARDS SET IN THIS DOCUMENT EXCEPT AS REQUIRED UNDER CFR 303.361(g).

Providers who feel that their professional training should be considered as appropriate to provide early intervention services should forward that information to the First Steps Website:

Firststepsweb@fssa.in.gov

Division of Disability and Rehabilitative Services/Bureau of Child Development Services will have the final decision on qualifications for enrollment applicants.

All new enrollees and enrolled providers changing payee status must meet the new standards.

Early Intervention Personnel standards Established Criteria:

1) An individual must meet minimum entry standards for the role of specialist, associate, or support staff in their discipline. This means that they have completed required academic training and meet state approved or recognized certification, licensing, registration, or other comparable requirements for their discipline. Documentation of minimum qualifications must be submitted as part of provider enrollment, as well as proof of liability insurance and a criminal history background inquiry conducted within the past 12 months.

2) All potential providers must complete the Direct Service Provider Orientation (DSP 101) before enrolling as a provider in First Steps. This is a distance learning experience that lets you work at your own pace. You have 45 days from the date of registration to submit all activities. Each participant will have three chances to pass this distant learning experience within the 45 day timeline. If you do not pass with an 80% or higher score, you will not be allowed to enroll as a provider in First Steps even if you meet other minimum requirements in the future.

3) All persons providing early intervention services must complete additional training as required for their role in the early intervention system. Support persons may be required to complete and pass supplemental training related to infants and toddlers with disabilities.

4) All Indiana early intervention providers are required to complete mandatory state training and educational activities. To continually meet the needs of the providers and early intervention system, training requirement may be modified from year to year. Current requirements may be found in Attachment A. This training is required in order to meet credentialing requirements. Credentialing assures families that each enrolled provider has met additional qualifications related specifically to the provision of pediatric services within the framework of the First Steps Early Intervention System.

5) As part of the credentialing process all associate and specialist personnel are required to document credit points earned through portfolio activities. These credit points are earned in competency areas that represent bodies of knowledge and/or skills that are considered critical to the implementation of quality early intervention services across all disciplines. Please refer to the Early Intervention Credentialing Process in this guide (page 14).

Registration for First Steps Orientation and the state required training are coordinated through the Unified Training System (UTS). You may access UTS by going directly to UTS Training calendar at www.utsprokids.org.

6) After initial credentialing, all enrolled associate and specialist level providers must document in their personnel file a minimum of three credit points each year of portfolio activities related to continual professional development in the competency areas. Supporting documentation of a provider's *Continual Professional Development for Direct Service Providers Annual Credentialing* must be maintained in a personnel file at your place of business.

- 7) Direct Supervision for Developmental Therapists must include at a minimum:
- A.** Supervisor must be working in the First Steps program, be credentialed, carry a caseload, and have at least one (1) year experience
 - B.** Monthly face to face meetings with supervisor to review clinical notes, treatment plan, and intervention strategies
 - C.** Documentation of face to face supervisor meeting to include a summary of topics covered, recommendations discussed, and action plans developed. (See Attachment B: Sample Supervision Face to Face Summary Sheet.)
 - D.** Submit Rider A Attachment: Service Provider Supervisor Agreement **annually** (Attachment C)

Entry Level Qualifications for Early Intervention Personnel

Audiologist: Licensed through the Indiana Speech-Language Pathology and Audiology board as set forth in IC 25-35.6 and further defined in 880 IC 1-1; or those in the Clinical Fellowship Year (CFY) working toward licensure under the supervision of a licensed Audiologist who must submit the name, address and copy of license of supervisor at time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Common Carrier (Non-Ambulatory): Must maintain the appropriate operator's license through the BMV of Indiana. Provider must maintain liability insurance as imposed by the State of Indiana and any other insurance requirements.

Developmental Therapy Early Childhood Specialist: Baccalaureate and/or Masters and/or Doctorate degree in special education, deaf education, elementary education, early childhood education, a four (4) year degree in child development, early intervention or a Pediatric Registered Nurse with a four (4) year degree (BSN). Those enrollees lacking early intervention work experience of at least one (1) year may enroll at the specialist level but must work for 12 months under the direct supervision of an enrolled credentialed developmental therapy specialist and submit name and address of supervisor at time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Recreational Therapists may enroll in First Steps as a DT Early Childhood Specialist with a Bachelor degree. Transcripts must be submitted to the State for review/approval to determine if additional early childhood course work is required before the potential provider may enroll in First Steps. Once enrolled, they must follow the Direct Service Provider requirements listed above.

In addition to Developmental Therapy Early Childhood Specialist, four (4) additional competencies have been identified. These specialties are for individuals that may not meet the competencies for an early childhood specialist but have specialized education in a specific area of development. Therefore, enrollment requirements in the following categories are as follows:

- Developmental Therapy Behavior Specialist:** Baccalaureate and/or Masters and/or Doctorate degree with a valid teaching license in special education with course work in emotionally handicapped classes. This specialist may only work with children whose family have identified behavior as a concern during the development of the IFSP and would like assistance. Those enrollees lacking early intervention work experience of at least one (1) year may enroll at the specialist level but must work for 12 months under the direct supervision of an enrolled credentialed developmental therapy specialist and submit name and address of supervisor at time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must

be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

•Developmental Therapy Communication Specialist: Provider must have a bachelor's degree in speech and hearing. This provider may only work with a child and their family who is experiencing a communication delay. Those enrollees lacking early intervention work experience of at least one (1) year may enroll at the specialist level but must work for 12 months under the direct supervision of an enrolled credentialed developmental therapy specialist and submit name and address of supervisor at time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

•Developmental Therapy Hearing Impaired Specialist: Baccalaureate and/or Masters and/or Doctorate degree with a valid teaching license in deaf education/hearing impaired. SKI HI training is recommended but not mandatory. This provider will have the expertise to work with a child and their family to address a variety of communication needs of deaf and hearing impaired children. They may have skills including but not limited to amplification and other technology needs, knowledge of various communication opportunities and language development, including oral/auditory, verbal/signing. They may specialize in a particular methodology which may be explained on their matrix page. This provider may only work with children who are deaf or hearing impaired. Those enrollees lacking early intervention work experience of at least one (1) year may enroll at the specialist level but must work for 12 months under the direct supervision of an enrolled credentialed developmental therapy specialist and submit name and address of supervisor at time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

•Developmental Therapy Vision Impaired Specialist: Baccalaureate and/or Masters and/or Doctorate degree in special education with a license/certification in visual impairment. This provider may only work with children who have visual impairments. Those enrollees lacking early intervention work experience of at least one (1) year may enroll at the specialist level but must work for 12 months under the direct supervision of an enrolled credentialed developmental therapy specialist and submit name and address of supervisor at time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Interpreter Specialist: Person who is certified as an interpreter for a specific language listed on the certification. Credentialing is not required for this specialty.

Interpreter Associate: Person who may speak a specific language and can translate on behalf of the family. Credentialing is not required for this specialty.

Marriage and Family Therapist: Specialized individual and family counseling related to the child's disability may be provided by a Certified Marriage and Family Therapist (CMFT) certified under IC 25-23.6 and 839 IAC. This provider must be supervised by a Licensed Clinical Social Worker (LCSW). Supervision, as used in IC 25-23.6.8 and 839 IAC 1, means face to face contact between the supervisor and the supervisee for the purpose of assisting the supervisee in the process of learning the skills of marriage and family therapy practice. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Registered Nurse: Licensed as a Registered Nurse by the Indiana Nursing Board. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Nurse Practitioner /Certified Pediatric Nurse Practitioner:

Licensed as a Registered Nurse by the Indiana Nursing Board and nationally certified as a Pediatric Nurse Practitioner. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Licensed Practical Nurse: Licensed as a Licensed Practical Nurse by the Indiana Nursing Board. Must work under the direct supervision of a credentialed registered nurse and submit the name, address, and a copy of the license of their supervisor at the time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the associate level within 2 years of enrollment and complete Continual Professional Development annually.

Nutritionist: Certified as a Registered Dietitian by the Indiana Certification Dietitians Board. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Occupational Therapist: Registered with the American Occupational Therapy Association and certified by the Medical Licensing Board of Indiana as an Occupational Therapist; or those with a temporary license working under the supervision of a licensed Occupational Therapist who must submit the name, address and copy of license of supervisor at time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Occupational Therapy Assistant: Registered with the American Occupational Therapy Association and certified by the Medical Licensing Board of Indiana as an Occupational Therapy Assistant by the Indiana Occupational Therapy Committee. Must work under the direct supervision of an enrolled Occupational Therapist as referenced in IC 25-23.5.5 and 844 IAC 10-5.5, and submit the name, address, and a copy of the license of their supervisor at the time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the associate level within 2 years of enrollment and complete Continual Professional Development annually.

Orientation/Mobility Specialists: Certification as an Orientation/Mobility Specialist from the Association for Education and Rehabilitation of the Blind and Visually Impaired. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Physical Therapist: Registered with the American Physical Therapy Association and licensed by the Medical Licensing Board of Indiana as a physical therapist; or those with a temporary license working under the supervision of a licensed Physical Therapist who must submit the name, address and copy of license of supervisor at time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Physical Therapy Assistant: Registered with the American Physical Therapy Association and licensed by the Medical Licensing Board of Indiana as a Physical Therapy Assistant. Must work under the direct supervision of an enrolled licensed Physical Therapist as referenced in IC 25-27-1 and 844 IAC 6 and submit the name, address, and a copy of the license of their supervisor at the time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the associate level within 2 years of enrollment and complete Continual Professional Development annually.

Physician: Licensed by the Indiana Medical Licensing Board as a Doctor of Medicine or Osteopathic Physician. Certificate of completion for physician's orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Credentialing is not required.

Psychologist: Specialized individual and family counseling or psychological treatment which includes psychological counseling with the child and/or family, centering on the child's developmental needs, must be provided by a psychologist who is:

1. Licensed by the Health Professions Bureau (HSPP, IC 25-33-1 through IC 25-33-1-18). This would include Psychologists who do not have the HSPP endorsement and are currently practicing under the supervision of a health service provider in psychology for the purpose of qualifying for the endorsement, or a psychologist who holds a limited license issued under IC 25-33-1-18 and practices within the scope of the psychologist's limited license

Or

2. Licensed by the Professional Standards Board (Indiana School Psychologist with Private Practice Endorsement, IC 20-1-1.9-1 through IC 20-1-1.9-6), practicing within the scope of the school psychologist's license and endorsement.

Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Service Coordinator: A Baccalaureate degree with 12 months of case management or early intervention experience; or a Baccalaureate degree with a minimum of 30 related academic credit hours with 12 months of supervised case management or early intervention experience. Certificate of completion for Service Coordination Module Training through the Unified Training System (UTS) must be obtained prior to providing services.

Individuals who meet the degree requirement but have not practiced as a service coordinator/case manager must work for 12 months under direct supervision.

Or

High School Diploma or GED and:

- Associate degree/equivalent training (e.g. Child Development Associate and/or Healthy Families Training) in one of the thirteen service disciplines (see page 3); or an Associate degree with a minimum of 15 related academic credit hours.

Or

- An immediate (parent/sibling) family member of a child with special needs.

Or

- A community member of an underserved population.

The third and fourth option will be required to provide documentation that supports their qualifications under those options.

Please Note: The above educational requirements for Service Coordinator are recommended guidelines with the exception of the UTS Service Coordination Training and credentialing. (See Attachment A.) **All Service Coordinators must receive supervision through the SPOE.**

Service Coordinator must work under direct supervision of the SPOE. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually according to the SPOE credentialing date set by the State and CRO. (*Initial and Annual Credentialing grids can be found on Pages 25 and 26 with specific requirements for all Service Coordinators.*)

Social Worker: Social work services, which include clinical interventions such as individual/family counseling, must be provided by a licensed clinical social worker (LCSW) licensed under IC 25-23.6, or a (MSW) level social worker working toward licensure who must submit the name, address and copy of license of supervisor at time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Speech Pathologist: Licensed as a Speech Pathologist by the Indiana Speech Pathology and Audiology Board; or those who have registered with the State of Indiana for the Clinical Fellowship Year (CFY) working toward licensure under the supervision of a licensed Speech Pathologist who must submit the name, address and copy of license of supervisor at time of enrollment. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Transportation Provider: Documentation of a valid Indiana driver's license and proof of insurance is required for all parents providing transportation.

Vision Specialist: Vision services shall be conducted by personnel who meet state approved or recognized certification, licensing, registration, or other comparable requirements for the discipline. Certificate of completion for Direct Service Provider Orientation Training 101 (DSP 101) through the Unified Training System (UTS) must be submitted at the time of enrollment. Completion of annual mandatory training is required (See Attachment A). Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

Professional Conduct Guidelines

Each provider must adhere to a Professional Conduct guidelines set forth by the State of Indiana Division of Disability and Rehabilitative Services/Bureau of Child Development Services:

In order to maintain the highest standards and quality of care, the Division of Disability and Rehabilitative Services/Bureau of Child Development Services is outlining minimum standards of practice. Providers are expected to maintain the utmost professional behavior while representing the First Steps system.

- Providers are expected to meet and maintain all licensing, credentialing and ethical codes as established by individual licensing agencies as well as through First Steps.
- Services will only be provided when skilled intervention is necessary.
- Services may only be provided with the parent or other primary caregiver present and actively involved.
- Services provided must be designed to assist the child or family in addressing outcomes as outlined in the IFSP.
- Services should be provided as established on the IFSP and as scheduled with the parent/caregiver.
- Providers are required to notify parents/caregivers in advance of missed or late sessions. If advance notice is not possible due to unforeseen circumstances, immediate notification is required. Lack of notification of missed or late sessions, similar to a no-call, no-show, may be grounds for termination of the provider agreement.
- Providers (including the Service Coordinator) may not bring children/minors or other individuals not directly involved in the provision of care of the child, to early intervention services or the residence of the child or family. Doing so would be considered a breach in confidentiality and would interfere with the provider's ability to perform their job. Parents may not be requested to waive this policy. With prior verbal and written consent of the family, therapy students gaining required practical experience, and who are supervised by the specialist level therapist, are excluded from this provision.
- No provider in the system may solicit business from parents or caregivers.
- Providers may not solicit business for their agency, other providers, spouse or immediate family.
- Providers may not sell or market products while representing First Steps.
- Providers may not lobby to families within the system, while representing First Steps.
- Conduct and attitudes must portray the values of the First Steps system and that of family centered care. Services shall be family-centered, inclusive and culturally competent.
- Providers must maintain professional relationships and boundaries with families served within the First Steps system. Providers may not provide services to members of their immediate family or individuals in which a professional relationship would be compromised.
- Providers must maintain professional conduct with providers, lead agency (including State Program Consultants), lead education agency staff, administrators, and First Steps Stakeholders.

Early Intervention Personnel Credentialing Process

Early intervention specialists and associates as listed in this personnel guide must obtain an early intervention credential within two years of enrollment with the Early Intervention enrollment contractor (CRO). **Annually, providers must submit certification of a criminal history check conducted within the year, current insurance information, and *copy of a current licensure (if applicable) with submission of Provider Update and Attestation Statement**

A provider may apply for their early intervention credential once the following has been completed:

- 15 points for an Early Intervention Specialist
OR
- 10 points for an Early Intervention Associate

You will receive either an Early Intervention Credential that matches your request, or a letter requesting clarification or additional documentation. Please refer to Attachment A for additional information on State required trainings.

Please note: You may only **enroll** as either a service provider or a service coordinator, you may apply simultaneously for a **credential** in any discipline for which you qualify. Please use a separate cover sheet and a current summary of activity sheet for each credential request.

***Licensed Providers:**

A copy of your specialty Indiana professional license must be in your personnel file at the CRO by the expiration date of the license along with a copy of the verification showing the exact expiration date of your license to maintain enrollment status through First Steps remain in good standing with the State. You may print a copy of your license verification from the Indiana Professional Licensing Agency at www.ipla.in.gov.

National Provider Identifier (NPI):

If you are enrolling as a provider that will be providing health related services, you will need to apply for an NPI. Please visit this website for more information:

<https://nppes.cms.hhs.gov/NPPES/StaticForward.do?forward=static.npistart>. You must have a NPI before enrolling in First Steps.

Indiana First Steps Attestation Statement

Name: _____ Date: _____

Address: _____

Phone: _____ Fax: _____ Rendering# _____

E-mail address: _____ NPI # _____

I am applying as an: ☐ Early Intervention Associate ☐ Early Intervention Specialist

- | | | |
|---|---|--|
| <input type="checkbox"/> Audiology | <input type="checkbox"/> Nutrition | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> Developmental Therapy | <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Speech Language Pathology |
| <input type="checkbox"/> Individual and Family Counseling | <input type="checkbox"/> Physical Therapy | <input type="checkbox"/> Vision Services |
| <input type="checkbox"/> Medical | <input type="checkbox"/> Psychology | <input type="checkbox"/> Other (Please identify) |
| <input type="checkbox"/> Nursing | <input type="checkbox"/> Service Coordination | _____ |

1. ☐ First Year Attestation Page (Annual Update)

☐ DSP 102 ☐ DSP 103

☐ SC102 ☐ SC103 -If not completed, Registered Training Date: _____

2. ☐ I am applying for my initial credentialing in the following area/discipline: _____

3. ☐ I am completing my annual re-credentialing

Date of **First Steps Core Training** attended: _____

Completed Training Times Dates: _____ (Must complete 4 per year)

Please complete the following information and attach supporting documents:

License#: _____ **Expiration Date:** _____

*Please include a copy of your license.

Insurance Agency Information: _____

Phone: _____

Policy#: _____ **Expiration Date:** _____

*Please include a copy of your policy.

Date of Current Criminal History Inquiry:** _____

*Please include of copy of the inquiry. Must be completed through Indiana State Police If you live in one state and provide services in a neighboring state, you must submit one through each state. City and County inquiries will not be accepted.

**If a violation is noted on the criminal history report, the report must be submitted with the application packet to the provider enrollment agency. Go to www.in.gov (Click on Law and Justice then on Limited Criminal History Search.)

I hereby swear or affirm under the penalties of dis-enrollment that I understand and have met the continuing education requirements for renewal and have answered the questions true to the best of my knowledge.

Signature

Date

Submit to:
Indiana First Steps Provider Enrollment
c/o CSC Covansys
P.O. Box 29160
Shawnee Mission, KS 66201-9160
1-866-339-9595 Option 2

Please keep all of your enrollment/credentialing documentation records and other required documents for 5 years. You will need these if you are pulled for a credentialing audit.

Competency Areas for Direct Service Providers

The following competency areas represent bodies of knowledge and/or skills considered critical across all early intervention disciplines:

Foundations of Early Intervention: Information and experience that promote understanding about the history of early intervention, underlying philosophies of early intervention including family centered practices, Individualized Family Service Plans, team process skills, and early intervention service coordination. Providers will demonstrate:

1. a basic knowledge of relevant federal and state legislation and related public agency policy
2. understanding of standards and rules and their impact on services and families
3. the ability to implement procedural safeguards to ensure delivery of appropriate services
4. a basic knowledge of the history and philosophy of early intervention
5. knowledge of Indiana's First Steps system/procedures, i.e. SPOE, CRO, LPCC, service delivery, service coordination
6. knowledge of research in the area of early intervention practice and efficacy
7. the ability to describe the purpose, importance and limitations of early identification, screening and evaluation, including the issues of bias and testing
8. understanding of early intervention theories and their implications

Infant and Toddler Typical and Atypical Development: Information and experience that promote an understanding of typical and atypical physical, cognitive, social emotional and communication development of infants and toddlers. Providers will demonstrate:

1. understanding of content and range within child developmental domains
2. understanding of etiology and characteristics of common developmental disabilities
3. understanding of the potential impact of a disability's characteristics on a child's needs
4. understanding of child development theories and their implications
5. the ability to describe the common risk factors for developmental dysfunction

Infant/Toddler and Family Assessments: Information and experience that promote an understanding of the techniques and procedures for family-centered infant and toddler evaluation and assessment. Also includes activities that promote an understanding of the process by which families may be supported to identify their strengths, concerns and priorities. Providers will be able to:

1. identify valid and reliable state approved screening and evaluation procedures and instruments
2. identify valid and reliable state approved screening and evaluation tools appropriate to age, population, and physical environment
3. demonstrate ability to discuss with parents the purpose of selected screening and evaluation procedures, as well as due process and procedural safeguards as they apply to identification, screening, and evaluation
4. demonstrate the ability to administer and score a variety of approved screening and evaluation tools which measure development across the range of developmental domains
5. demonstrate competence in interpreting results of screening and evaluation in terms

- of a child's functional capabilities
- 6. demonstrate competence in gathering information through family interview as a component of the screening and evaluation of the infant and toddler, and the identification of family concerns, priorities and resources
- 7. demonstrate the ability to communicate with parents in a clear, concise, respectful and sensitive manner the results of screening and evaluation activities and subsequent recommendations, taking into account parental response to the information given
- 8. demonstrate competence in adapting the environment in which the screening and evaluation take place, using specialists when appropriate
- 9. demonstrate competence in referral processes and procedures to other professionals and community resources when indicated by results of screening and evaluation
- 10. demonstrate ability to coordinate and participate in team meetings

Early Intervention Service Delivery Strategies: Activities that promote familiarity with research, current trends, and best practices related to the provision of discipline specific early intervention services to young children with special needs. Providers will design, implement and evaluate appropriate services for a child within a collaborative relationship with parents/caregivers and community providers and demonstrate:

- 1. the ability to facilitate appropriate and stimulating learning opportunities that will enhance children's learning and positive behaviors
- 2. the ability to effectively communicate with children (including access to alternative communication systems when appropriate)
- 3. the ability to integrate therapeutic practices into learning environments in ways that support learning and encourage autonomy in children (i.e., integration of medical routines written or parents/caregiver by medical staff; integration of augmentative communication strategies; integrations of therapeutic activities)
- 4. positive social interactions with children
- 5. the ability to develop an IFSP based on assessment information, to implement and evaluate progress on IFSP goals through a variety of strategies in homes and community settings
- 6. the ability to embed goals/objectives into daily activities/routines at home and other natural environments
- 7. the ability to problem solve with the family around issues of a child's management of behaviors and environmental stimuli
- 8. the ability to teach parents/caregivers how to implement specific programs, routines and procedures with a child
- 9. the ability to use adaptive techniques/equipment as directed to promote acquisition of skills and active participation in age appropriate activities
- 10. developing competence in conducting home visits to serve as a source of support and a resource to families
- 11. competence in developing an IFSP in partnership with team members consistent with state standards and federal guidelines

Family Partnership and Support Strategies: Activities that promote an understanding and recognition of the family as the major long-term influence in a child's life, and support strategies for families acknowledging their diversity and individual hopes and plans for their child. Providers will demonstrate:

1. the ability to apply family guided services and work in partnership with families, mutually exploring options, soliciting input about what they want for their child, and respecting choices
2. the understanding about family relationships, including working with siblings, and how a disability can affect those relationships
3. respect, understanding and responsiveness to the family within the context of their culture, ethnicity and unique family circumstances, i.e., parents with developmental disabilities, foster parents, grandparents as parents, teen parents, gay/lesbian parents
4. leadership in supporting parents as they advocate for their children
5. an understanding of their role in sharing information with families, including philosophies of various services, in a timely manner and communicates effectively with them
6. active involvement of families in the design and implementation of policies and/or procedures which reflect a value of family guided services
7. a flexible menu of involvement/participation/support opportunities for families regarding the identification, implementation and evaluation of child and family outcomes/goals
8. the ability to assist families in assessing information and gaining skills to functions successfully within their community
9. recognition of and respect for the coping strategies that the family demonstrates
10. understanding of adult learning styles and basic skills in teaching adults
11. competence in conducting family interviews using attending and listening skills
12. knowledge of characteristics of adult mental health problems and their impact on the parent-infant relationship (e.g., substance abuse, domestic violence, psychiatric diagnoses)
13. knowledge of the effects of environmental risk factors on the parent-infant relationship (e.g., homelessness, poverty, stress)

Team Relationship Skills: Activities that promote positive team communication in a manner that ensures an unduplicated, family-centered, comprehensive, coordinated, community-based system of services. Team relationships will be in concert with the identified concerns, priorities and preferences of the family. Providers will demonstrate:

1. effective communication with a variety of audiences, i.e. families, EI providers, community providers, using jargon-free terminology to provide essential EI information
2. skills to function as a direct service provider and consultant to other disciplines and agencies
3. understanding of related service providers and community providers, their rules, regulations and requirements, and act with the ability to network to advocate and create increased options for the child and family
4. understanding of different team formats, i.e. multidisciplinary, transdisciplinary, their strengths and limitations
5. the ability to use good communication skills and productive problem solving strategies as a collaborative team member
6. the ability to negotiate divergent team expectations and resolve conflicts/crises

Indiana's early intervention program updates: Participation in state required trainings such as quarterly Training Times and any other training the State deems mandatory by all First Steps providers. (See Attachment A)

Current Summary of Activity

Documentation of training and skill development in competency areas is done through a *Current Summary of Activity* sheet which documents where a provider assigns credit points earned to each of the competency areas. There are two different Summary of Activity Sheets, **Initial** and **Annual Re-credentialing**. Although flexibility is provided to tailor learning experiences that are critical to the professional growth of each individual provider, **a minimum of one credit point must be earned and documented in each competency area for Initial Credentialing.**

Portfolio Activities and Credit Points

The **Current Summary of Activity** for Initial Credentialing form is completed using a portfolio approach for documenting training and skill development. The following portfolio activities may be used to earn credit points. Maximum points are permitted for Initial credentialing purposes only. For Annual Re-credentialing, you may only use portfolio activities achieved during your credentialing year dates. Initial and annual credentialing grids may be found on pages 28 and 29 of this guide for Direct Service providers and pages 30 and 31 for Service Coordinators.

| Activity | Credit Point Equivalent | Maximum Points |
|--|---|---|
| Experience Birth-Three | *1 Year = 1 Point | 5 |
| *You must prorate if you work only part time in First Steps. | | |
| <ul style="list-style-type: none"> 1-10 hours per week- .25 points 11-20 hours per week-.5 points 21-30 hours per week- .75 points 31-40 hours per week- 1.0 point | | |
| In-Service Activities | 10 Contact Hours = 1 Point 1 Contact Hour= .1 Points | 5 |
| Academic Coursework | 1 Academic Credit = 1 Point | Unlimited points for coursework completed less than 10 year prior to application date or a max of 5 points for coursework 10 years or older. |
| Other Proposed Tasks (Professional Work) | 1 Task = 1 Point | 5 |
| State required training | 10 Contact Hours = 1 Point 1 Contact Hour = .1 Point | |
| Training Times | Typically .2 points each | Must complete quarterly |

FIRST STEPS CORE TRAINING Onsite Trainings

FSCT-Article 7

Unrestricted Audience: Direct Service Providers, Intake/ongoing Service Coordinators, LPCC Transition Committee members, Parents

Article 7 refers to the Indiana Administrative Code (IAC) that contains legislation for Indiana's special education laws and regulations for children from 3 through 21 years of age. Since many children in Indiana's First Steps System transition into the Preschool Special Education Program (IDEA, Part B619) and beyond, it is important for First Steps Service Coordinators, Direct Service Providers and LPCC Transition Committee members to understand Article 7. This 3 hour training will provide an overview of the state and federal special education legislation and rules, including parent/child rights, mediation and due process. The training will also discuss eligibility for special education, evaluation requests/procedures, timelines, the case conference meeting and the Individual Education Plan (IEP). Participants will have ample opportunity to ask questions about First Steps Transition and Part B Special Education.

Credential Units: .3

FSCT-AEPS: An Overview (onsite)

Restricted Audience: Direct Service Providers and Intake/Ongoing Service Coordinators new to the system since September 2007

Description: The Assessment, Evaluation and Programming System (AEPS) is the assessment tool used by Eligibility Determination (ED) Teams as part of the process to determine First Steps eligibility. This 3 hour course is available as a First Steps Core Training only to new providers and service coordinators whose enrollment date is after September 2007. Topics to be covered include an overview of the AEPS tool, scoring guidelines, family reporting and the use of the AEPS assessment in the development of IFSP goals, strategies and activities. The course provides an overview only and is not intended as training to use the AEPS tool. The course will provide general information about the AEPS tool and the eligibility determination process for newly enrolled ongoing providers and service coordinators. **It does not substitute for the full 2-day AEPS training, required for all ED team members.**

Credential Units: .3

FSCT -The Paper Trail – A Guide to First Step Provider Documentation

Restricted Audience: Any Direct Service Providers

Description: First Steps, Indiana's program for the Individuals with Disability Education Improvement Act, (IDEA) Part C, has many requirements for the early intervention record and individual provider documentation. This half-day course will provide an overview of the early intervention record, including the Individual Family Service Plan (IFSP), Face-to-Face form, and provider progress notes. Participants will discuss how to request changes in IFSP services, writing effective outcomes and organizational strategies to insure that documentation meets all required timelines. Basic information on documentation needed for First Steps credentialing and billing will also be presented.

Credential Units: .3

FSCT -Understanding Diversity within Families

Unrestricted Audience: Direct Service Providers and Intake/Ongoing Service Coordinators

Seminar Description: Participants will engage in guided learning opportunities that will demonstrate how cultural influences affect all of us. Participants will discuss how their own

perceptions and experiences impact their daily interactions and those with the children and families they serve.

Seminar Objectives: Identify individual beliefs and biases related to your own culture. Determine action steps towards developing cultural sensitivity that can be integrated into your work. Recognize cultural differences and report how you value them in relation to families and have an opportunity to talk about the aspects of recognizing the importance of fathers and their roles within the family structure.

Credential Units: .6

FSCT - Using the AEPS to Develop Strategies for Therapy Sessions

Restricted audience: Direct Service Providers who completed their initial credential prior to January 1, 2008.

Description: This is also a 3-hour face-to-face training that focuses on reading and interpreting the AEPS report to write appropriate outcomes on the Individualized Family Service Plan (IFSP). Providers will also learn how to write appropriate IFSP progress reports that reflect the progress made on the outcomes written in the IFSP. This course covers the same topics as DSP 103 that new providers must take in their first year of enrollment. This course can NOT be substituted for DSP 103.

Credential Units: .3

AEPS 2 Day Course

The 2-day AEPS course can now be used as a First Steps Core Training (FSCT) for your First Steps initial or annual credential. The Bureau of Child Development Services has approved the full 2-day AEPS course as a (FSCT). The cost for the 2 day AEPS training is \$75 and is not included in the Annual Provider Fee. (Providers can still use their annual training fee to attend another FSCT). Providers who wish to take advantage of using the 2-day AEPS for their annual mandatory training cannot have used it for credential points in a previous credential period.

Credential Units: 1.2

FSCT -Writing Functional Outcomes for Service Coordinators

Restricted Audience: Intake/Ongoing Service Coordinators

Description: IFSP outcome writing has long been a challenge for both families and professionals. However, writing functional, measurable, and family driven outcomes will provide the needed evidence to support that early intervention programs do make a difference in the lives of the children and families we serve. The goal of this training is to revisit what we may think we know about writing family guided outcomes and encourage participants to "think outside the box" as we offer clarifications on how to make outcomes truly belong to the family.

Credential Units: .3

FSCT -Documentation for Service Coordinators

Restricted Audience: Intake/Ongoing Service Coordinators

Description: Service Coordinators do a lot of different activities with and on behalf of their families in First Steps. This 1/2 day training will focus on how to become more effective in this area by exploring what needs to be documented, techniques on how to document, and organizational tips on staying on top of clinical documentation

Credential Units: .3

FSCT -Home Visiting

Unrestricted Audience: Direct Service Providers and Intake/Ongoing Service Coordinators

Description: Home visiting strategies in early intervention. This session presents strategies early interventionists can use to carry out the IFSP in the natural home setting. The session will focus on the audience's relationships with families, parent-child interactional techniques, and intervention with high risk families. Participants will engage in observation and discussion of effective strategies that promote the ongoing relationship of the family with their child and the child's development.

Credential Units: .6

FSCT -Writing Functional Outcomes

Restricted Audience: Direct Service Providers

Description: Writing Functional Outcomes for Children, Ages Birth to Three, and Their Families. This is an interactive workshop designed for participants to both evaluate and write functional outcomes for the Individualized Family Service Plan (IFSP). Functional outcomes emphasize outcomes that reflect family priorities, promote successful and independent functioning, have current and future relevance, and are easily embedded into everyday routines, activities, and places. (Participants are encouraged to bring copies of current outcome pages from which to practice.)

Credential Units: .6

SELF-STUDY Courses

FSCT-AEPS Overview

Unrestricted Audience: Direct Service Providers and Intake/Ongoing Service Coordinators new to the system since September 2007

Description: The Assessment, Evaluation and Programming System (AEPS) is the assessment tool used by Eligibility Determination (ED) Teams as part of the process to determine First Steps eligibility. This 3 hour course is available as a First Steps Core Training only to new providers and service coordinators whose enrollment date is after September 2007. Topics to be covered include an overview of the AEPS tool, scoring guidelines, family reporting and the use of the AEPS assessment in the development of IFSP goals, strategies and activities. The course provides an overview only and is not intended as training to use the AEPS tool. The course will provide general information about the AEPS tool and the eligibility determination process for newly enrolled ongoing providers and service coordinators. **It does not substitute for the full 2-day AEPS training, required for all ED team members.**

Credential Units: .3

FSCT- Direct Service Provider Refresher Course

Restricted Audience: Direct Service Providers who entered the system prior to August 2007

Description: This course takes you through the DSP 101 orientation course which is offered in a distance education format. Many of the topics covered in the new Direct Service Provider Orientation we not covered in the old format of orientation. This interactive training requires providers to view narrated PowerPoint presentations, complete self-assessment questions, and apply the newly learned concepts by completing several Application Station exercises. The training, which consists of six modules, focuses on the following content areas:

Overview of First Steps

Natural Environments

Procedural Safeguards

Working as a Team to provide Family-Centered Care

Home Visiting

Mechanics for Direct Service Providers

After providers complete the six modules, they are required to take an online assessment and achieve an 80% or higher and complete application stations for the 6 modules.

Credential Units: 1.0

FSCT- Service Coordination Refresher Course

Restricted Audience: Intake/Ongoing Service Coordinators who entered the system prior to December 2007.

Description: Service Coordination is one of the most important roles in early intervention. Service coordinators must be properly trained, well-informed and have a variety of skills. The service coordinator training modules have been designed to help you continue your professional development. Unlike many states, Indiana's service coordinators do not provide any other direct early intervention services. This allows the service coordinator to focus on the needs and wants of the family, while ensuring that the child is receiving all services written into his or her Individual Family Service Plan (IFSP).

These 7 training modules will provide you with comprehensive information about state and federal legislation, resources, practical strategies and hands-on activities. You will come away with a basic understanding of First Steps and your role as service coordinator. In your cluster, your service coordinator supervisor can assist you to further develop your skills as you work with children, families, providers and community

Please note: There is a 45 day timeline in which to complete this training. The time to complete is approximately 10 hours.

Credential Units: 1.0

FSCT- Providing EI Supports and Services in Everyday Routines, Activities, and Places -

Unrestricted Audience: Direct Service Providers and Intake/Ongoing Service Coordinators

Description: By completing this training, participants will be able to:

understand the value of providing early intervention services in natural environments

understand the importance of identifying a family's everyday routines, activities, and places

identify the elements of quality service early intervention supports and services.

design early intervention activities that include the features of quality supports and services

Through this interactive self-study, participants will learn the guiding principles for providing early intervention services and supports in everyday routines, activities, and places and the key features of quality early intervention supports and services. Participants will observe these principles and features being applied while viewing vignettes on Larry Edelman's DVD, Just Being Kids. Participants will also receive planning tools that can be used to identify a family's routines so participants can develop early intervention activities that encompass the family's natural environment.

Credential Units: .5

A Family-Centered Approach to Procedural Safeguards

Unrestricted Audience: Direct Service Providers and Intake/Ongoing Service Coordinators

Description: Are your families being "Mirandized" when you present the procedural safeguards to them? In other words, do you present them in a "you have the right to...." manner, then move on to signing the consent and release forms? What if families have a complaint with the First Steps System? Do you know how to explain the complaint procedures to them? These and other concerns

are addressed in the First Steps Core Training: A Family-Centered Approach to Procedural Safeguards.

Explaining procedural safeguards in a way that families can understand them and, equally important, when families need them is the responsibility of both the service coordinators (intake and ongoing) and direct service providers. The first two sections of this training address the reasons for procedural safeguards and examine typical ways in which safeguards are presented to families and why these presentation methods may fail the families. The final sections focus on five family-centered techniques for presenting the safeguards to the families and allow participants the opportunity to increase their understanding of the safeguards and enhance their skills in using family-friendly terms.

By learning how to view the safeguards from the family's perspective, by learning the importance of reiterating the safeguards, and by learning the importance of using a conversational approach to present the safeguards, participants will leave this training with the tools to assure that families are fully informed in ways that support their role as the primary decision maker in the early intervention process.

Once registered, you will receive a confirmation email within 2 business days. Within 7 business days you should receive a packet in the mail with the appropriate materials.

Please note: There is a 45 day timeline in which to complete this training. The time to complete is approximately 5 hours. The date listed on the training calendar to register is the last day of the month that you may register for that training. It does not coincide with your due date or date you will start the training. Your 45 day timeline begins the day you register for the training.

Credential Units: .4

THESE TRAININGS ARE SUBJECT TO CHANGE. PLEASE CHECK THE UTS/PROKIDS WEBSITE FOR AN UPDATED LIST AT WWW.UTSPROKIDS.ORG.

Explanation of Activities for Initial Credentialing

Experience must be directly related to the provision of early intervention services for children birth to three. One year of experience may be counted for each calendar year that an individual works providing early intervention services. You must prorate if working less than full-time. Service Coordinators and Service Providers may also count relevant experience as a family member of a child with special needs or a community member of an underserved population. A max of 5 points may be used for Initial Credentialing.

In-Service Credits may be earned through attendance at conferences, workshops, seminars, and other similar activities sponsored by each county's First Steps, Indiana's Unified Training System, national, state, and local professional organizations and other training entities. The relationship of the in-service training to early intervention competency areas should be documented through written training goals and learning objectives. Providers may document only those activities occurring within the last ten (10) years which were directly related to their individual professional development related to the competency areas for Initial Credentialing only. Training offered within an employing agency that focuses only on agency issues may not be used for credit points. A max of five points may be used for Initial Credentialing.

Academic coursework must be earned through formal study at an accredited post-secondary institution. Course descriptions and syllabi should reflect a cohesive body of knowledge related to one or more of the early intervention competency areas. Instructional activities must provide the equivalent of at least ten contact hours per unit of academic credit offered. For Initial Credentialing, a five-point maximum applies to coursework completed ten (10) years prior to the date of submission of the credentialing application. Unlimited points utilized for coursework completed less than 10 years from date of submission of the credentialing application for Initial Credentialing.

Other Proposed Tasks include activities specific to early intervention and children, birth to three years, such as: independent study, research, conference presentations and teaching activities, development of professional products, submission of articles to professional journals and other special projects leading to increased professionalism. These tasks are worth one credentialing point.

You may also read books and watch videos relevant to Birth to Three and claim the amount of time used to complete the task and apply it towards your credentialing. You are required to write a one-page report summary and keep as supporting documentation. These activities are only worth the actual time spent completing the task. A max of five points may be earned under Proposed Tasks.

State required training includes activities such as quarterly Training Times or other training the state deems mandatory by all First Steps providers. (See Attachment A.)

Explanation of Activities for Annual Credentialing

Experience must be directly related to the provision of early intervention services for children birth to three. You must prorate if working less than full-time. You may only count a max of one point for the year you are completing the requirements for Annual Credentialing.

In-Service Credits may be earned through attendance at conferences, workshops, seminars, and other similar activities sponsored by each county's First Steps, Indiana's Unified Training System, national, state, and local professional organizations and other training entities. The relationship of the in-service training to early intervention competency areas should be documented through written training goals and learning objectives. Training offered within an employing agency that focuses only on agency issues may not be used for credit points. You may only claim credentialing points for attendance during the current year you are completing the requirements for Annual Credentialing.

Academic coursework must be earned through formal study at an accredited post-secondary institution. Course descriptions and syllabi should reflect a cohesive body of knowledge related to one or more of the early intervention competency areas. Instructional activities must provide the equivalent of at least ten contact hours per unit of academic credit offered. Course work must be completed during the current year you are completing the requirements for Annual Credentialing.

Other Proposed Tasks include activities specific to early intervention and children, birth to three years, such as: independent study, research, conference presentations and teaching activities, development of professional products, submission of articles to professional journals and other special projects leading to increased professionalism. These tasks are worth one credentialing point.

You may also read books and watch videos relevant to Birth to Three and claim the amount of time used to complete the task and apply it towards your credentialing. You are required to write a one-page report summary and keep as supporting documentation. These activities are only worth the actual time spent completing the task. These activities must be completed during the current year you are completing the requirements for Annual Credentialing.

State required training includes activities such as quarterly Training Times or other training the state deems mandatory by all First Steps providers. (See Attachment A.)

Supporting Documentation for Initial and Annual Credentialing

Experience: A resume and employment verification must be kept on file with the provider outlining experience pertaining to the birth to three, early intervention population in the field in which the provider is credentialing. You may only count a max of five points for Initial Credentialing and a max of one point for annual Credentialing.

In-service Credits: Certificate of attendance or agenda outlining topics relating to early intervention and the birth to three population in which the provider is credentialing. You may a max of five points for Initial Credentialing. For Annual Credentialing, you must attend the In-Service during the current credentialing year.

Academic Coursework: A copy of the provider's transcript. Past course work may only be used for Initial Credentialing. For Annual Credentialing, you must complete the course during your credentialing year.

Other Proposed Task: Documentation must include a detailed task description and supporting documentation. Include the date, persons involved, and activities. Keep copies of supporting documentation such as agendas, written article, and summary of activity.(A maximum of 5 points may be earned in Other Proposed Tasks for Initial Credentialing) Other proposed tasks might include: independent study, research, conference presentations and teaching activities, development of professional products, submission of articles to professional journals and other special projects leading to increased professionalism. **All activities to be included as an Other Proposed Task must be specific to early intervention and children birth to three. If you are claiming Other Proposed Tasks for annual re-credentialing, the task must take place during your credentialing year.**

Supporting documentation to verify any of these activities must be kept on file with the provider for a period of 5 years for credentialing audit purposes.

Current Summary of Activity for Direct Service Providers Initial Credentialing

Name: _____ **Credential Date:** _____ **to** _____
Address: _____ **Rendering#:** _____
Phone: _____ **Fax:** _____ **NPI#:** _____

To earn an early intervention credential, a minimum of one point must be earned in each competency area, with the exception of the provider annual training which must total .3 points for each year. The total points must equal 10 points for an Early Intervention Associate, or 15 points for an Early Intervention Specialist. ***Please use a sheet for each year.**

| | Date | Activity (name of conference, course, task or experience) Early Intervention Competencies Year: _____ | Brief description Total Points: _____ | Competency Points (please list points that apply) (For complete descriptions, please refer to page) | | | | | |
|---|------|--|---|---|-------------|-------------|--------------------|----------------|---------------|
| | | | | Foundations | Development | Assessments | Family Partnership | Team Relations | EI Strategies |
| Experience (max. 5 points) | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| State Training | | First Steps Core Training (FSCT) | | | | | | | |
| | | Training Times (list test dates for the year) | | | | | | | |
| | | Training Times (list test dates for the year) | | | | | | | |
| | | Training Times (list test dates for the year) | | | | | | | |
| | | Training Times (list test dates for the year) | | | | | | | |
| In-service (max. 5 points) | | Direct Service Provider 101 | | | | | | | |
| | | Direct Service Provider 102 | | | | | | | |
| | | Direct Service Provider 103 | | | | | | | |
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| Education (max. 5 points for credits over 10 years) | | | | | | | | | |
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| Other Proposed Task | | | | | | | | | |
| | | | | | | | | | |
| | | | Total points per Competency Area: | | | | | | |

**Continual Professional Development
Direct Service Providers (Associates and Specialists)
Annual Re-Credentialing**

Name: _____ **Date:** _____

Address: _____

Phone: _____ **Fax:** _____

Rendering #: _____ **NPI #:** _____

All **associate** and **specialist** level enrolled or credentialed providers must document a minimum of three (3) credit points each year of portfolio activities related to professional development in the competency areas and required State trainings. There are no required minimum or maximum amounts in each area. Associates and specialists providing early intervention services in Indiana are required to obtain an Early Intervention Credential **within two years of enrollment with the Central Reimbursement Office.**

Early Intervention Competencies Year: _____

| Date | Activity | State required training (FSCT Training , Training Times) | Foundations of early intervention | Infant & toddler typical and atypical development | Infant & toddler family assessments | Early intervention service delivery strategies | Family Partnership | Team relationship skills |
|------|-----------------------------------|--|--------------------------------------|---|--|---|--------------------|--------------------------|
| | Training Times | | | | | | | |
| | Training Times | | | | | | | |
| | Training Times | | | | | | | |
| | Training Times | | | | | | | |
| | First Steps Core Training (FSCT) | | | | | | | |
| | Experience for Credentialing Year | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Total Points: _____

INITIAL CREDENTIAL- Service Coordination Summary of Activity

Name: _____ Cluster: _____ Rendering #: _____

A minimum of one point must be earned in each of the following competency areas with a total of 15 points to become an Early Intervention Specialist in Service Coordination. ** Please use one sheet for each year.

Competency Areas for Service Coordination

- I. Knowledge of community resources including the ability to obtain information based upon individual family needs.
- II. Knowledge and understanding of the principles and practices of family centered care.
- III. Ability to communicate in written and oral manner.
- IV. Knowledge of early intervention assessment/evaluation instruments that are designed to assess family needs, resources, priorities and concerns.
- V. Knowledge of Indiana's due process and procedural safeguards, regulations, policies and practices regarding infants and toddlers eligible for Early Intervention.
- VI. Knowledge of Part B regulations.
- VII. Knowledge of transition including but not limited to the transition from Part C to other services when eligibility for Part C terminates.
- VIII. Knowledge of financial resources available for individuals participating in the Part C program.
- IX. Participation in the quality review of the cluster's Early Intervention records in collaboration with the Quality Review-Focused monitoring process.
- X. Attendance of Annual Provider Training, Training Times, SC101, SC102, and SC 103.

| | Date | Activity (Name of conference, course, task, or position) | Brief Description | I | I | I | I | V | V | V | V | I | I | I | I | X | Section Total |
|-----------------------------------|------|--|-------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---------------|
| | | | | | | | | | | | | | | | | | |
| Experience | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | |
| Provider meetings/ File Review | | Training Times | | | | | | | | | | | | | | | |
| | | Training Times | | | | | | | | | | | | | | | |
| | | Training Times | | | | | | | | | | | | | | | |
| | | Training Times | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| In-services /Conferences | | SC101 | | | | | | | | | | | | | | | |
| | | SC102 | | | | | | | | | | | | | | | |
| | | SC103 | | | | | | | | | | | | | | | |
| | | FSCT | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Academic Credit | | | | | | | | | | | | | | | | | |
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| Other | | | | | | | | | | | | | | | | | |
| | | | Total: | | | | | | | | | | | | | | |

Current Summary of Activity for Early Intervention Service Coordinators Annual Re-Credentialing

Name: _____ Date: _____ Rendering #: _____

Address: _____ Cluster _____

Phone: _____ Fax: _____

Credentialed Service Coordinator Specialist must document a total of three (3) points each year of portfolio activities related to the listed competency areas and required State trainings to maintain their status of Early Intervention Specialist in Service Coordination. There is no minimum or maximum amount in each area.

Competency Areas for Service Coordination

- I. Knowledge of community resources including the ability to obtain information based upon individual family needs.
- II. Knowledge and understanding of the principles and practices of family centered care.
- III. Ability to communicate in written and oral manner.
- IV. Knowledge of early intervention assessment/evaluation instruments that are designed to assess family needs, resources, priorities and concerns.
- V. Knowledge of Indiana's due process and procedural safeguards, regulations, policies and practices regarding infants and toddlers eligible for Early Intervention.
- VI. Knowledge of Part B regulations.
- VII. Knowledge of transition including but not limited to the transition from Part C to other services when eligibility for Part C terminates.
- VIII. Knowledge of financial resources available for individuals participating in the Part C program.
- IX. Participation in the quality review of the cluster's Early Intervention records in collaboration with the Quality Review-Focused monitoring process.
- X. Attendance of Annual Provider Training and the completion of Training Times.

| Date | Activity (Name of conference, course, task, or position) | Brief Description Early Intervention Competencies Year: _____ | I | I | I | I | V | V | V | V | I | X |
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| | | Totals: | | | | | | | | | | |

Attachment A

State Required Trainings

Professional Development for Associate and Specialist level for Direct Service Providers:

1. Complete a First Steps Core Training (FSCT) www.utsprokids.org Training Calendar
2. Complete 4 quarterly "Training Times" through UTS by due date
3. Complete DSP 102 within 3-6 months after enrollment
4. Complete DSP 103 within 6-12 months after enrollment.
5. Attend other state approved trainings to complete your 10 or 15 points for initial credentialing or 3 points for annual re-credentialing.

State Required Trainings

Professional Development for Service Coordinators:

1. Complete a First Steps Core Training (FSCT) www.utsprokids.org Training Calendar
2. Complete 4 quarterly "Training Times" through UTS by due date
3. Complete SC 101 within the first month of employment.
4. Complete SC 102 after 3 months and before 6 months after completion of SC 101
5. Complete SC 103 after 3 months and before 9 months after the completion of SC 102.
6. Attend other state approved trainings to complete your 15 points for initial credentialing or 3 points for annual Re-credentialing.



Monthly Face to Face Supervision Documentation

Provider Name: _____ Phone: _____

Supervisor Name: _____ Phone: _____

Caseload #: _____ Counties Serving: _____

Meeting Summary Notes: (Please include topics covered, recommendations and action plans discussed.)

Provider Signature

Date

Supervisor Signature

Date

Direct Service Provider Supervisor Agreement

***Developmental Therapists Specialists who lack early childhood experience will need a supervisor for the first 12 months. Please submit a copy of supervisor's current Early Intervention Credential Letter.**

***Developmental Therapy Associates will need a supervisor for as long as they are at the associate level. Please submit a copy of your supervisor's current Early Intervention Credentialing Letter. This must be submitted annually for credentialing.**

***For other therapy services, please submit a current copy of supervisor's Indiana Health Profession Bureau License. This must be submitted annually for credentialing at the associate level.**

Documentation of Supervision for Specialist/Associate Level Providers

Provider Name: _____

Supervisor Name: _____

Discipline: _____

Address: _____

Phone: _____

License Number: _____

☐ **Supervisor Credentialing Letter included**

Supervisor Signature

Date